รายงานการวิจัย

การพัฒนาแบบทดสอบเขียนตามคำบอกแบบเติมคำ
เป็นแบบทดสอบวัดความรู้ความสามารถด้านภาษาอังกฤษสำหรับผู้เรียน
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Development of a Partial Dictation Test as a Test of English Proficiency
for EFL Learners and Error Analysis

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Research Title: Development of a Partial Dictation Test as a Test of English Proficiency

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Abstract

This study was to develop a Partial Dictation Test as a Proficiency Test for EFL learners. Also, it investigated error analysis. The 107 subjects (93.04%) of the 2011's academic year were second and third year students majoring in English for International Communication, Faculty of Liberal Arts, Rajamangala University of Technology Tawan-ok. The instruments of the study consisted of a Partial Dictation Test named after its characteristics, Partial Dictation 5420, invented by the researcher, the Quick Placement Test (QPT) and the Web-based C-test (WBCT). The statistics were expressed using Pearson Correlation and Cronbach's Alpha Coefficient including statistical formulas for Index of Difficulty and Index of Discrimination.

The findings were that the Partial Dictation 5420 consisted of all 5 test qualities. That is, the criteria validity showed that the test had moderate positive relation with the WBCT ($r = 0.616$) at the significant level of .01 and also with the QPT($r=0.59$) at the significant level of .01. Additionally, the reliability of the total test was high (.9286) while the individual test reliability was between .6423 – .8171. The average Index of Difficulty of the five subtests was between 0.34 - 0.45 while the average Index of Discrimination was between 0.28 - 0.40. In terms of test objectivity, three experts were invited to express their opinions on test directions and test rubrics. With respect to error analysis, the errors were analyzed to score and to categorize the incorrect answers. It indicated that both incorrect content words and function words were given one point if they made sense in the context. When the incorrect answers were classified into four categories of errors which were 1) Omission 2) Substitution 3) Addition and 4) Unintelligible, it was found that both content word and function word errors occurred mostly during substitution.